

THE SCHOOL REVIEW

published by

THE UNIVERSITY OF CHICAGO PRESS

for

THE DEPARTMENT OF EDUCATION
OF THE UNIVERSITY OF CHICAGO

BOARD OF EDITORS CHARLES E. BIDWELL, *Chairman*

JOHN R. GINTHER

ROBERT L. McCAUL

FRANCIS S. CHASE, *Ex officio*

ROALD F. CAMPBELL, *Ex officio*

VOLUME 73

1965

THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

PUBLISHED SPRING (MARCH), SUMMER (JUNE),
AUTUMN (SEPTEMBER), WINTER (DECEMBER), 1965
COPYRIGHT 1965 BY THE UNIVERSITY OF CHICAGO

Index to Volume 73

AUTHOR INDEX

- Belford, Elizabeth, and Jackson, Philip W.
—Educational Objectives and the Joys of Teaching, 267-91
- Berger, Alan S.—Some Factors Influencing Expectation of Academic Employment, 129-43
- Berlak, Harold.—The Teaching of Thinking, 1-13
- Eisner, Elliot W.—Education and the Idea of Mankind, 30-47
- Erickson, Donald A.—Rejoinder to Professor Immegart, 180-84
- Finger, John A., and Schlessner, George E.
—Non-intellective Predictors of Academic Success in School and College, 14-29
- Gagné, Robert M.—The Learning of Concepts, 187-96
- Guggenheim, Fred.—Curriculum Implications and Applications of Programmed Instruction, 59-65
- Henderson, Kenneth B.—A Theoretical Model for Teaching, 384-91
- Hicklin, William J., Reitan, Henry M., and Rahmlow, Harold F.—Growth and Decline of Intellectual Ability in Terms of a Theory Based on Dynamic Equilibrium, 301-14
- Husén, Torsten.—A Case Study in Policy-oriented Research: The Swedish School Reforms, 206-25
- Immegart, Glenn L.—A Reply to Erickson's "Essay Review: Dimensions of Administrative Performance That Hemphill Missed," 173-80
- Ingle, Dwight J.—Individuality as a Factor in Integration, 329-38
- Jackson, Philip W., and Belford, Elizabeth.—Educational Objectives and the Joys of Teaching, 267-91
- Kessler, Jane W.—Environmental Components of Measured Intelligence, 339-58
- Khleif, B. B.—A Sociocultural Framework for Training Teachers in a School Mental-Health Program, 102-13
- Mahan, Thomas W., Jr.—The Slow Learner: Fact or Excuse? 77-88
- Newmann, Fred M.—The Analysis of Public Controversy: New Focus on Social Studies, 410-34
- Patin, Henry A.—Intelligence and Education, 359-73
- Pillet, Roger A.—Demands of New Dimensions, 114-28
- Rahmlow, Harold F., Hicklin, William J., and Reitan, Henry M.—Growth and Decline of Intellectual Ability in Terms of a Theory Based on Dynamic Equilibrium, 301-14
- Reitan, Henry M., Rahmlow, Harold F., and Hicklin, William J.—Growth and Decline of Intellectual Ability in Terms of a Theory Based on Dynamic Equilibrium, 301-14
- Rippey, Robert M.—A Study of Differences in Achievement Due to Personality Differences in Four Classroom Environments, 374-83
- Schlessner, George E., and Finger, John A.
—Non-intellective Predictors of Academic Success in School and College, 14-29
- Shaver, James P.—Reflective Thinking,

- Values, and Social Studies Textbooks, 226-57
- Sherman, Barbara, and Wright, Benjamin.—Love and Mastery in the Child's Image of the Teacher, 89-101
- Shulman, Lee S.—Seeking Styles and Individual Differences in Patterns of Inquiry, 258-66
- Stanley, Julian C.—Quasi-Experimentation, 197-205
- Swanson, Bert E.—Subcommunity Response to City-wide School Policies: Measuring White-Parent Decisions on School Pairing, 392-409
- Turner, Richard L.—Characteristics of Beginning Teachers: Their Differential Linkage with School-System Types, 48-58
- Warkov, Seymour.—Allocation to American Law Schools, 144-55
- White, Kinnard.—Personality Characteristics of Educational Leaders: A Comparison of Administrators and Researchers, 292-300
- Wright, Benjamin, and Sherman, Barbara.—Love and Mastery in the Child's Image of the Teacher, 89-101
- of Programmed Instruction, Fred Gugenheim, 59-65
- Demands of New Dimensions, Roger A. Pillet, 114-28
- Education and the Idea of Mankind, Elliot W. Eisner, 30-47
- Educational Objectives and the Joys of Teaching, Elizabeth Belford and Philip W. Jackson, 267-91
- Environmental Components of Measured Intelligence, Jane W. Kessler, 339-58
- Essay Review: The Discipline of Education, Joe R. Burnett, 315-20
- Essay Review: Education and Culture, Philip J. Foster, 66-73
- Essay Review: Religion and Career, Bryan R. Wilson, 156-72
- Essay Review: Stability and Change in Human Characteristics, David A. Walker, 435-42
- Growth and Decline of Intellectual Ability in Terms of a Theory Based on Dynamic Equilibrium, William J. Hicklin, Henry M. Reitan, and Harold F. Rahm-
low, 301-14
- Individuality as a Factor in Integration, Dwight J. Ingle, 329-38
- Intelligence and Education, Henry A. Patin, 359-73
- Learning of Concepts, The, Robert M. Gagné, 187-96
- Love and Mastery in the Child's Image of the Teacher, Barbara Sherman and Benjamin Wright, 89-101
- Non-intellective Predictors of Academic Success in School and College, John A. Finger and George E. Schlessner, 14-29
- Personality Characteristics of Educational Leaders: A Comparison of Administrators and Researchers, Kinnard White, 292-300

TITLE INDEX

- Allocation to American Law Schools, Seymour Warkov, 144-55
- Analysis of Public Controversy: New Focus on Social Studies, The, Fred M. Newmann, 410-34
- Case Study in Policy-oriented Research, A: The Swedish School Reforms, Torsten Husén, 206-25
- Characteristics of Beginning Teachers: Their Differential Linkage with School-System Types, Richard L. Turner, 48-58
- Curriculum Implications and Applications

Quasi-Experimentation, Julian C. Stanley, 197-205

Reflective Thinking, Values, and Social Studies Textbooks, James P. Shaver, 226-57

Rejoinder to Professor Immegart, Donald A. Erickson, 180-84

Reply to Erickson's "Essay Review, A: Dimensions of Administrative Performance That Hemphill Missed," Glenn L. Immegart, 173-80

Seeking Styles and Individual Differences in Patterns of Inquiry, Lee S. Shulman, 258-66

Slow Learner, The: Fact or Excuse? Thomas W. Mahan, Jr., 77-88

Sociocultural Framework for Training Teachers in a School Mental-Health Program, A. B. B. Khleif, 102-13

Some Factors Influencing Expectation of Academic Employment, Alan S. Berger, 129-43

Study of Differences in Achievement Due to Personality Differences in Four Classroom Environments, A. Robert M. Rippey, 374-83

Subcommunity Response to City-wide School Policies: Measuring White-Parent Decisions on School Pairing, Bert E. Swanson, 392-409

Teaching of Thinking, The, Harold Berlak, 1-13

Theoretical Model for Teaching, A. Kenneth B. Henderson, 384-91

BOOK REVIEWS

By Author

Bloom, Benjamin S., *Stability and Change in Human Characteristics*, 435-42

Reviewed by David A. Walker

Greeley, Andrew M., *Religion and Career: A Study of College Graduates*, 156-72

Reviewed by Bryan R. Wilson

Spindler, George D. (ed.), *Education and Culture*, 66-73

Reviewed by Philip J. Foster

Walton, John, and Kuethe, James L. (eds.), *The Discipline of Education*, 315-20

Reviewed by Joe R. Burnett

By Title

The Discipline of Education edited by John Walton and James L. Kuethe, 315-20

Reviewed by Joe R. Burnett

Education and Culture edited by George D. Spindler, 66-73

Reviewed by Philip J. Foster

Religion and Career: A Study of College Graduates by Andrew M. Greeley, 156-72

Reviewed by Bryan R. Wilson

Stability and Change in Human Characteristics by Benjamin S. Bloom, 435-42

Reviewed by David A. Walker

FROM THE PUBLISHERS

74-76, 185, 321-24, 443-44

To Keep Pace with Educators' Needs . . .
Entire Sargent Series Thoroughly Revised

THE HANDBOOK OF PRIVATE SCHOOLS

Objective, comparative data answers your questions about some 2300 boarding and day schools throughout the country. *46th ed., 1408 pp., \$10.00*

COLLEGES AND SPECIALIZED SCHOOLS

This guide to higher education features two-year programs in colleges and universities plus career training opportunities. *4th ed., 736 pp., \$6.00*

DIRECTORY FOR EXCEPTIONAL CHILDREN

Concise, descriptive listings of over 3000 private and public facilities offering education, treatment and care. *5th ed., 704 pp., \$7.00*

**GUIDE TO SUMMER CAMPS AND
SUMMER SCHOOLS**

Hundreds of private residential camps, tours in the U.S. and abroad, summer study, unusual opportunities, and programs for the handicapped are described in this guide. *14th ed., 336 pp., cloth \$4.40, paper \$2.20*

PORTER SARGENT · 11 Beacon Street · Boston, Mass. 02108

FOR YOUR PERMANENT LIBRARY . . .

THE UNIVERSITY OF CHICAGO PRESS has arranged for subscribers to have their issues of this journal bound in an authorized binding, crafted to rigid specifications, with the best grade of washable buckram, stamped on the spine with the title, volume, year, and the University crest, including your name on the front cover.

Bound volumes are returned to you approximately 30 days after receipt of your issues. Full remittance (\$4.95) must accompany your order. Ship your order and journals via parcel post directly to PUBLISHERS' AUTHORIZED BINDERY SERVICE, LTD., 430 West Erie Street, Chicago, Illinois 60610.

CHANGING YOUR ADDRESS?

Please include an address label to insure prompt service whenever you write us about your subscription.

Mail to: JOURNALS FROM CHICAGO, The University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637.

To subscribe mail this form with your payment and check ☐ new subscription ☐ renew my present subscription. Rates are printed on the inside front covers of our journals—or write to us for full information.

ATTACH LABEL HERE

If you're moving, please let us know five weeks before changing your address. Place journal address label here, print your new address below. If you have a question about your subscription, place your journal address label here and clip this form to your letter.

name _____
address _____
city _____ state _____ zip code _____

